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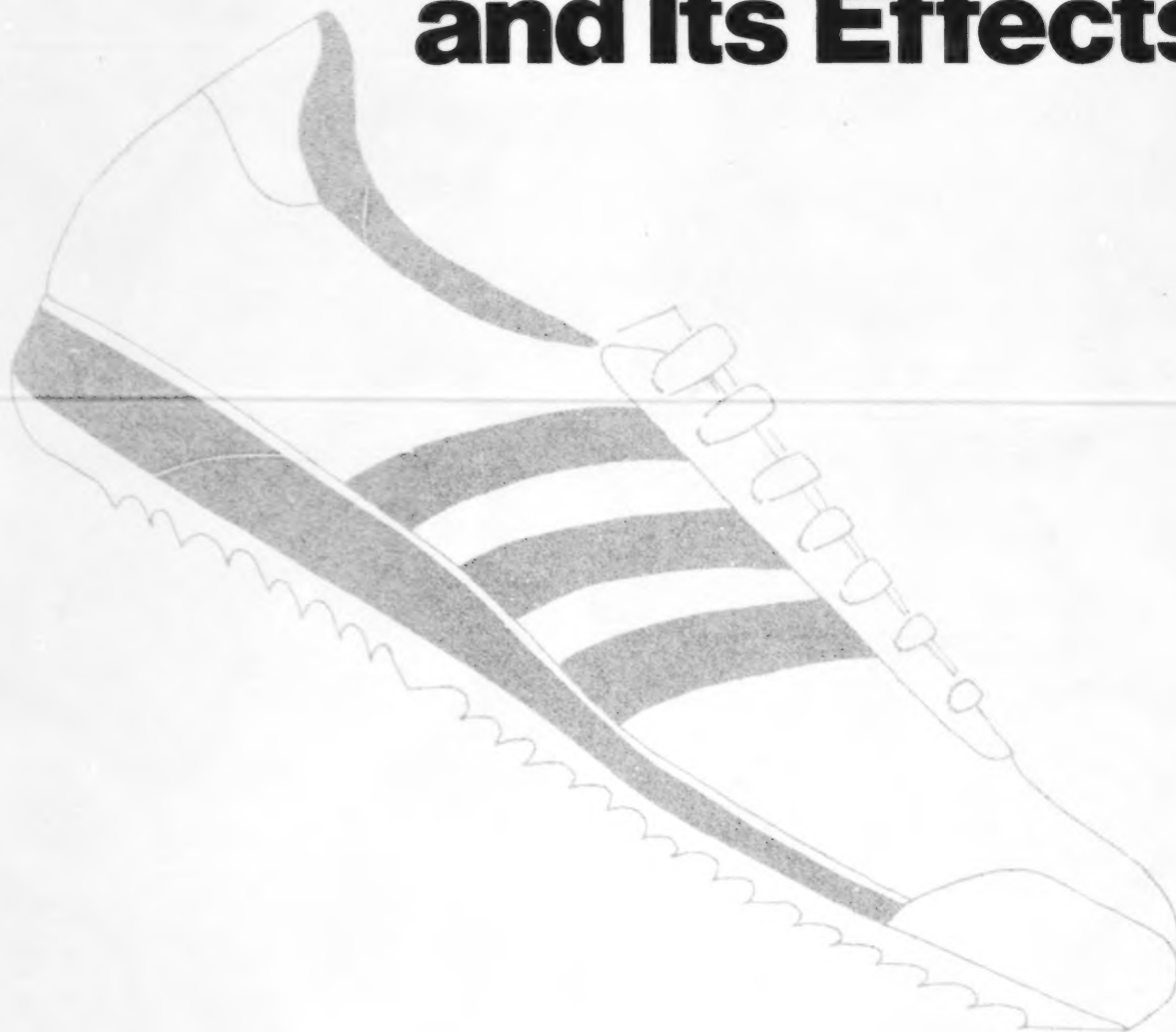
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ABSTRACT

This module, intended for use either as part of a self-study program or in a workshop, is designed to aid secondary school physical education teachers to identify effects of sex-role stereotyping on girls, boys, men, and women and to recognize examples of sex-role stereotyping in three areas of physical education: achievement, self-esteem, and physical well-being. Discussions are presented on the general effects of sex-role stereotyping on academic potential, social-emotional qualities, and occupational potential. Exercises accompany the discussions on the effects of sex-role stereotyping in physical education. A bibliography is included.
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Sex-Role Stereotyping and Its Effects



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U.S. DEPARTMENT OF EDUCATION

**Physical Educators
for Equity**

Eastern Kentucky University
Richmond, Kentucky

Women's Educational Equity Act Program
U.S. Department of Education

2

PHYSICAL EDUCATORS FOR EQUITY

MODULE 2

SEX-ROLE STEREOTYPING AND ITS EFFECTS

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MODULE 2

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Directions for module use: Read the module, following the instructions given throughout. At any time you may refer to preceding pages.

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INTRODUCTION

This module is one of seven which are to be used as a self-study program. The modules are designed to promote the elimination of sex-role stereotyping and sex discrimination in secondary school physical education classes.

Each module contains written materials, illustrations, and learning exercises with directions for their use. At the end of each module, references are cited and resources for further study are provided. Completing each module will take a maximum of one hour, except for Module 1, which can be finished in less than one-half hour.

The content of the modules is as follows:

- Module 1: Introduction to stereotyping and discrimination
- Module 2: Sex-role stereotyping and its effects
- Module 3: Biological sex differences
- Module 4: Title IX
- Module 5: Curriculum development
- Module 6: Teacher behavior
- Module 7: Student performance evaluation

In these modules, material which is quoted or drawn from a specific source is indicated by a reference in the text, such as (5) or (3, p. 113), corresponding to the numbered list of references at the end of each module.

Note: Throughout the modules, female high school students are referred to as girls and male high school students as boys. This is consistent with the designations used by professional organizations and associations which govern and promote various sports. However, it is recognized that in many parts of the country these students are referred to as women and men. Readers are encouraged to substitute the appropriate terms as necessary.

OBJECTIVES

Upon completion of this module you will be able to:

1. Identify some effects of sex-role stereotyping on girls and boys and men and women.
2. Recognize examples of sex-role stereotyping in physical education.
3. Identify some effects of sex-role stereotyping on physical education, as such stereotyping occurs in three areas: achievement, self-esteem, and physical well-being.

INTRODUCTION TO SEX-ROLE STEREOTYPING

SEX-ROLE STEREOTYPING is . . .

assuming that females and males
will act in certain ways because
of their sex, rather than because
of other factors such as age,
experience, education, person-
ality, and interests.

Sex-role stereotyping affects all aspects of a person's life. Because of her/his sex, a girl or boy is expected and encouraged to adopt sex-typed behaviors and attitudes. Abilities, interests, and aspirations are assumed to be appropriate for only one sex or the other. The results of such assumptions are the placing of limits and restrictions on individual development without regard to actual capacity and educability.

The effects of sex-role stereotyping have permeated all subject-matter areas and are observable as a person becomes a participant in physical education and sports. In this module, the effects of sex-role stereotyping on achievement, self-esteem, and physical well-being in physical education are explored.

EXERCISE 1

In order to stimulate your thinking about the effects of sex-role stereotyping, some examples are given on the following page. Following each example is a series of phrases. In the examples given, circle all the letters indicating the effects of sex-role stereotyping on the student(s).

Example 1 (9, p. H1-3)

A 12-year-old boy gets hurt and begins to cry. A teacher tells the boy to "stop crying and act like a man."

The effect:

- a. Limits job opportunities
- b. Inhibits emotional expression
- c. Restricts fulfillment of personal interests
- d. None

Example 2 (9, p. H1-5)

Linda and Bill have similar grades and similar results on vocational inventories. Their counselor urges Bill to consider becoming a doctor and Linda to consider becoming a nurse. "Yes, I'm interpreting their scores differently. That's what the real world is like," the counselor explains to a colleague.

The effect:

- a. Limits job opportunities
- b. Inhibits emotional expression
- c. Restricts fulfillment of personal interests
- d. None

Example 3 (9, p. H1-6)

A teacher is coaching a group of boys playing softball. Two girls are standing around, watching wistfully. The teacher calls out, "Don't you girls want to play too?" "No!" shout the boys, "We don't want them--they're no good."

The effect:

- a. Limits job opportunities
- b. Inhibits emotional expression
- c. Restricts fulfillment of personal interests
- d. None

Example 4 (9, p. H1-7)

A guidance counselor tells a teacher that Paula, one of the teacher's students, wants to get into a carpentry training program. "I felt like telling her that it would be more realistic to stick to cleaning houses, not building them," the counselor says, chuckling.

The effect:

- a. Limits job opportunities
- b. Inhibits emotional expression
- c. Restricts fulfillment of personal interests
- d. None

ANSWERS

The superficial effects of sex-role stereotyping in the examples above are:

1. b
2. a, c
3. c
4. a, c

Other, more extensive effects of sex-role stereotyping are presented on the following pages.

GENERAL EFFECTS OF SEX-ROLE STEREOTYPING

As has been previously stated, sex-role stereotyping affects both women and men in a variety of ways. Feminists Northwest (9) gathered information pertaining to the effects of sex-role stereotyping on

1. academic potential
2. social-emotional qualities
3. occupational potential

Some of the group's findings are summarized on the next two pages. This material does not represent an exhaustive list of the effects of sex-role stereotyping. Furthermore, the statements are generalized ones; not all females and not all males are affected by sex-role stereotyping in these ways. Moreover, at this time rapid changes are occurring in our society. Some of the effects presented in this module may no longer be prevalent, particularly in certain sections of this country. However, the effects do exist in many locales and a significant number of people are affected--adversely.

It is important to remember that the effects of sex-role stereotyping are the results of societal expectations and the reinforcement a person receives related to those expectations. These effects are not inevitable--except when sex-role stereotyping is perpetuated.

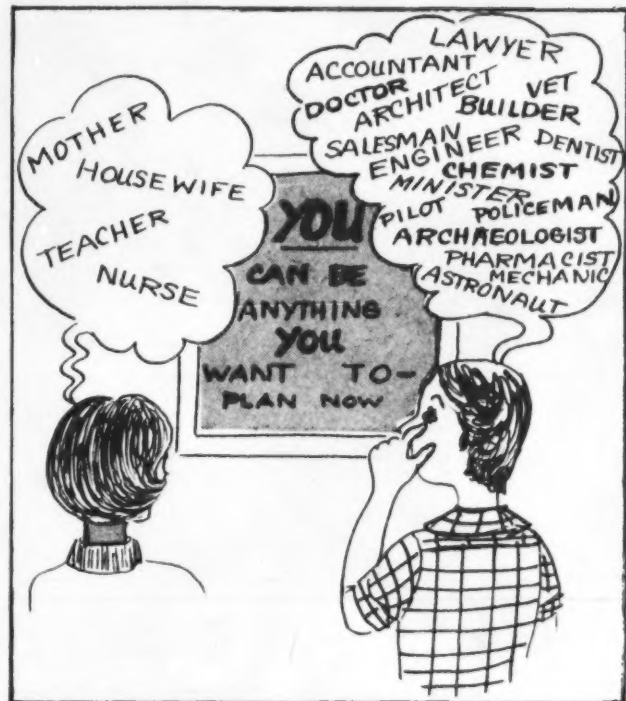
SOME EFFECTS OF SEX-ROLE STEREOTYPING ON ACADEMIC POTENTIAL

MEN

It is "masculine" not to care what teachers think: the attitude is "how much can you get away with?" rather than "how much can you learn?" (8).

WOMEN

Girls make better high school grades than boys, but they are less likely to believe they have the ability to do college work (5).



MEN

Some researchers have found that three times more boys than girls have trouble with reading (10). This difficulty is perpetuated by fear of studying, and thus appearing "like a girl" (8).

In terms of education, boys seem more concerned with proving themselves right, rather than discovering what information is right (8).

WOMEN

For high school and college women, social pressures make education not a process of growth toward full potential, but a matter of hiding ability and playing down competence (10, p. 128).

In recent years the percentage of all levels of degrees earned by women has increased. However, in 1975-76, women were ". . . only approaching parity with men at the bachelor's and master's levels, and were still significantly lagging [behind] men in the number and percent of degrees awarded at the first-professional and doctor's levels" (20, pp. 3-4).

SOME EFFECTS OF SEX-ROLE STEREOTYPING ON SOCIAL-EMOTIONAL QUALITIES

MEN

Boys have more rigid ideas about what is suitably "masculine" than girls do about what is suitably "feminine" behavior. They restrict their activities to be consistent with these ideas (13).

Boys are encouraged to be aggressive while girls are not. This may contribute to aggression and violence after childhood (8).

Males are discouraged from speaking about fears, anxieties, and weaknesses. This fosters intellectualizing, bravado, and competitiveness and inhibits more intimate personal exchanges between people (4).

WOMEN

Fewer high school girls than boys rate themselves above average in leadership, popularity in general, popularity with the opposite sex, and intellectual as well as social self-confidence (5).

Characteristics associated with femininity are considered to be less valuable and less socially desirable than those associated with masculinity (16).

"Not only does the feminine stereotype contain socially undesirable items, e.g., dependence, passivity, relative incompetence, submissiveness, and irrationality; but these negative traits also tend to be incorporated into women's self-concepts" (17, pp. 28-29).

SOME EFFECTS OF SEX-ROLE STEREOTYPING ON OCCUPATIONAL POTENTIAL

MEN

Acceptable work for men must conform more rigidly to what is "masculine" than acceptable work for women must conform to what is "feminine" (8).

Most boys build expectations which are higher than their achievements (11). This may lead to anxiety related to work.

Males feel they must prove themselves in terms of either physical prowess/athletic skills or job success (8).

Men are pressured to succeed in a highly competitive work world; thus, they experience much stress. Men in less competitive, more repetitious labor are under pressure to provide for their families (4).

WOMEN

Girls' visions of occupations open to them are of teacher, nurse, secretary, and mother. Boys are not so limited (18).

Career commitment declines in high school because girls think boys disapprove of girls using intelligence (14).

According to U.S. Department of Labor statistics, women's salaries are much lower than men's, with minority females earning the least of all (9, p. H2-9).

Fewer girls than boys aspire to be scientists or engineers (2).

English (7), in exploring the question of sex equality, presented the effects of sex-role stereotyping with a somewhat different perspective from that of Feminists Northwest. She indicated that sex-role stereotyping:

1. Restricts an individual's freedom, particularly in terms of choice of work and development of personality.
2. Contributes to unhappiness when a person is steered into a job or social role he/she doesn't particularly want, even though it is considered by society to be appropriate for his/her sex.
3. Sacrifices efficiency in getting all types of work done; the best qualified person may not be doing a particular job, because people of that sex are not thought capable of or interested in that work.
4. ". . . discourages people from being the best possible individuals they can be" (7, p. 8). English further elaborated on this point, which she considered to be the main reason for eliminating sex-role stereotyping, as follows:

Being self-reliant and rational are human virtues which girls are actively discouraged from having. Being sympathetic and supportive are also virtues, but boys are trained away from these "feminine" characteristics. In short, gender [sex] roles actually discourage the development of selected virtuous and beneficial traits. They also encourage some vices, such as aggressiveness and excessive dependency (7, p. 9).

To summarize the material in this section:

1. Both men and women are adversely affected by sex-role stereotyping.
2. Girls and women do not achieve as well academically as they are capable of doing, particularly in high school and college.
3. Girls and women feel that only a few occupations are available to them.
4. Boys and men have many options in terms of work, as long as the jobs fit the male stereotype. For instance, a boy is less likely to be encouraged to be an interior decorator, a hairdresser, or a ballet dancer than to be a lawyer, an engineer, or a football player.
5. Members of both sexes are restricted from the full expression of a full range of emotions.
6. Characteristics associated with masculinity are considered to be more valuable and socially desirable than those associated with femininity, even though a wide range of human qualities is necessary for individual and societal functioning.

EFFECTS OF SEX-ROLE STEREOTYPING IN PHYSICAL EDUCATION

The effects of sex-role stereotyping can be seen in physical education as well as in other aspects of life. This section of the module focuses on the effects of sex-role stereotyping on achievement, self-esteem, and physical well-being in the physical education setting.

Before considering some specific effects of sex-role stereotyping, complete the following learning exercise. It will help you to identify examples of sex-role stereotyping in physical education.

EXERCISE 2

Read the following sketch. Underline each example of sex-role-stereotyping behavior.

In a ninth-grade physical education class, with approximately equal numbers of girls and boys, team captains were elected for softball teams. Tom, Dick, Bob, and Jim were elected captains. Each of the captains selected team members by alternately drawing names from two hats, one containing the names of boys in class, the other containing the names of girls. Each team then met to get organized. The instructor allowed the teams to work out all the details of responsibility for the teams and to determine playing assignments.

Tom's team met and decided to call itself Tom's Kats. After announcing that he would pitch, Tom asked for volunteers for various positions. Sue offered to play first base, but Tom thought it would be better if one of the boys did. Other positions were then determined. Tom asked Betty to be in charge of the equipment, making sure it was all collected after each class period.

Dick's team decided to call itself the Nifty Nine. Dick suggested that those who wanted to play each position let him know, and he would try to work out a rotation so that everyone would get to play each position she/he preferred, at least some of the time. Paul disagreed, saying, "If we let the girls pitch, we'll lose every time!" Mary agreed that the boys should pitch, and that the girls should play the outfield positions, saying, "Girls just aren't as skilled as boys." The instructor asked Dick to see that his team set up diamond #1 each class period, so Dick requested that Gary be in charge of placing the bases in position.

Jim suggested that his team be named the Reds, since that name referred to the baseball team many of the students supported. Barb added that the team might be called the Red Heads, but Fred immediately objected, saying, "That's the name of a women's basketball team. I don't want to be on a team named for women." The debate was resolved by calling the team Heads Up.

Bob's team decided to call itself the Long Hitters.

On the first class day a game was to be played. Tom's Kats and the Nifty Nine were scheduled. Tom's Kats had first bat. Tom insisted that the boys bat first in case there were not enough innings for all to bat. Hal, up first, struck out, whereupon Sue said, "Never send a boy to do a girl's job." Tim was the fifth batter for the boys and clearly a weaker player than any other member on the team. Runners were now on first, second, and third. Tim asked to bat last, but Tom said, "Don't be a sissy." Tim struck out, and Tom commented, "If we lose, it will be your fault." Sue was next to bat and hit a double, driving in three runs. Tom's comment was, "Sue plays like a boy. She is really a competitor."

On the other ball diamond, the Heads Up and the Long Hitters were playing. Heads Up team was in the field. Barb was playing second base, but Fred, backing her up in center field, suggested that balls at second be allowed to go into the field for him to play. A ball was batted toward second, and Barb stepped aside. The pitcher moved out to second to receive Fred's throw, holding the runner to a single.

ANSWERS

1. Tom, Dick, Bob, and Jim were elected captains.

The sex-role stereotype is . . .

Boys are leaders and naturally hold positions of decision making, organization, and control.

2. Sue offered to play first base, but Tom thought it would be better if one of the boys did.

The sex-role stereotype is . . .

Boys play important positions; boys are more competent than girls.

3. Tom asked Betty to be in charge of the equipment, making sure it was all collected after each class period.

The sex-role stereotype is . . .

Girls are "housekeepers" and maintain a neat, tidy environment. They support the activity of boys.

4. Paul disagreed, saying, "If we let the girls pitch, we'll lose every time!"

The sex-role stereotype is . . .

Girls are less skillful than boys.

5. Mary agreed that the boys should pitch, and that the girls should play the outfield positions.

The sex-role stereotype is . . .

Boys are competent; girls are supportive.

6. Dick requested that Gary be in charge of placing the bases in position.

The sex-role stereotype is . . .

Boys are competent and do the important things.

7. "That's the name of a women's basketball team. I don't want to be on a team named for women."

The sex-role stereotype is . . .

To use a women's team name may mean being labeled feminine. That implies the gamut of feminine qualities.

8. Tom insisted that the boys bat first in case there were not enough innings for all to bat.

The sex-role stereotype is . . .

Boys are more skillful and more competent than girls.

9. Tom said, "Don't be a sissy."

The sex-role stereotype is . . .

To be unskillful is to be feminine.

10. "Sue plays like a boy. She is really a competitor."

The sex-role stereotype is . . .

Boys are competitors and handle tough situations.

11. Fred, backing her up in center field, suggested that balls at second be allowed to go into the field for him to play.

The sex-role stereotype is . . .

Boys are more competent; girls are passive and dependent.

This learning exercise has shown examples of sex-role stereotyping as it occurs in physical education. In the next three sections, you will see the effects of stereotyping.

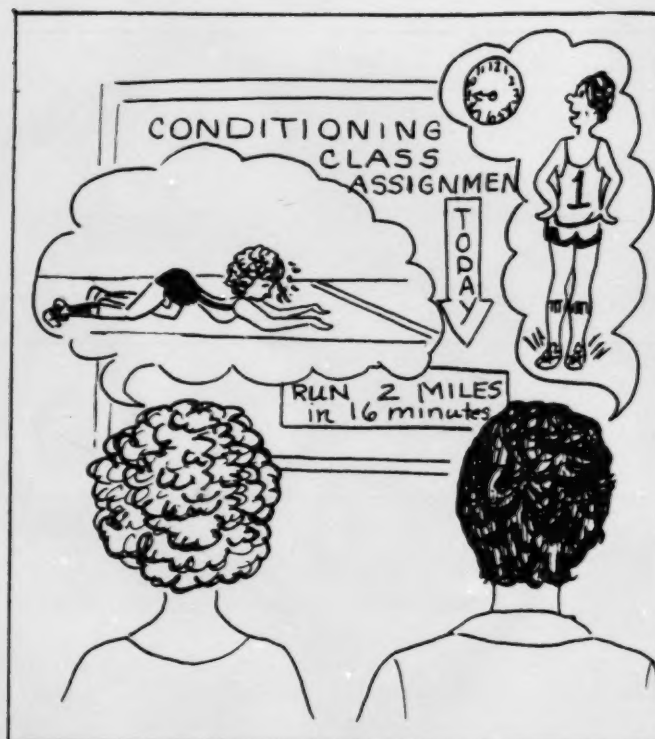
In reading the material which follows, remember that achievement, self-esteem, and physical well-being are interrelated. Usually stereotyping will affect all three of these areas, with the effects also being interrelated. Also remember that different stereotypes often have the same or similar effects. In other words, not all stereotypes generate their own discrete cluster of effects. Thus, a presentation of the effects of sex-role stereotyping on achievement, self-esteem, and physical well-being will naturally have some overlap and repetition. For example, the effects of two stereotypes, "Girls are less skillful in sports than boys," and "Boys are leaders," include (a) girls have fewer opportunities to learn sports and leadership skills, (b) girls are not encouraged to excel in these areas, and (c) girls see themselves and are seen by others as unable to attain sports skills or to be leaders.

It is also important to note that the terms achievement, self-esteem, and physical well-being denote complex qualities. A thorough discussion of these qualities is beyond the scope of this module.

ACHIEVEMENT

Sex-role stereotyping affects the achievement of girls and boys. For the purposes of this module, achievement is defined as the successful accomplishment of a given task.

A person's achievement is influenced by many factors, including such variables as (a) opportunities to perform a task, (b) encouragement to perform, (c) the individual's perceptions of her/his chances for success, and (d) recognition of achievement. Since these variables are components of achievement, they are considered in this presentation of the effects of sex-role stereotyping.



Some of the effects of sex-role stereotyping on achievement in physical education are:

1. Effect: Boys have more opportunities than girls to develop physical skills.

Comment: This situation is improving in educational settings. However, outside of school girls generally have fewer opportunities than boys to develop physical skills.

2. Effect: Girls have fewer opportunities than boys to develop leadership skills.

Comment: Often in classes boys are selected as team captains or squad leaders or are given other leadership positions. In addition, boys often assume the role of leader. All these factors serve to limit girls' opportunities to develop leadership skills.

3. Effect: Boys are given more encouragement and rewards for achieving high levels of performance than girls are.

Comment: As they participate in physical education, boys often receive verbal encouragement from teachers and their classmates. Girls, particularly those who are less skilled, are often overlooked by teachers and receive little stimulation and help.

4. Effect: People are expected to achieve in only those activities which are considered appropriate for their sex.

Comment: Thus, boys should not achieve high-level performance in dance. Girls should not achieve high-level performance in javelin throwing.

5. Effect: Girls set lower levels of aspiration than boys do. That is, girls are satisfied with achieving a lower level of performance than boys are.

Comment: A boy might set a goal of making 9 out of 10 free throws in basketball class, whereas a girl might set a goal of making 5 out of 10.

6. Effect: Boys tend to overestimate their levels of achievement; girls tend to underestimate theirs.

Comment: In a conditioning class, a boy might say he can run a mile in less than 6 minutes, and a girl's predicted time might be 11 minutes. In reality, the boy might run in 7:30 and the girl in 8:15.

7. Effect: The accomplishment of tasks necessary for playing a game are divided by sex rather than by ability and/or interest.

Comment: In volleyball girls assume the supportive role of setting, while boys assume the aggressive role of spiking. In softball girls are at the end of the batting order and play right field, rather than being first batters and playing shortstop.

In terms of girls' achievements in physical education, the strongest influence is what Boslooper and Hayes (3) have labeled the femininity game. These authors describe the game--in which girls are expected not to try, or not to win--as follows:

The goal is a man and, traditionally, marriage. The sporting equipment is charm, guile, social shrewdness, clothes, cosmetics, and, underneath it all, one's own physical apparatus (hopefully 36-24-36) (3, p. 16).

Women play it because the payoff--love--is too tempting to resist. For love, women are persuaded to smother their identities and ambitions, channeling all their competitive and aggressive instincts into the game (3, p. 17).

Only ladies can play the game, and ladies are supposed to be supportive, passive, unaggressive, even frail. . . . Girls who don't play it will have a rough time with parents, friends and teachers (3, p. 17).

A basic rule of the femininity game is that its contestants must be prepared to lose all other games. Men don't love women who win (3, p. 17).

This game affects males as well as females. Men and boys feel threatened when girls and women take over roles which males have been expected to perform. Males' feelings of independence seem to be based upon females being dependent (3, p. 24).

Boslooper and Hayes give further descriptions of the femininity game:

At the age when boys are encouraged to become physically competitive and aggressive, to test their strength and physical ability, girls are asked to give up these pursuits (3, p. 31).

Unfortunately, aggression, competition, strength, and physical prowess--qualities necessary to success in this culture--are developed in men and frowned upon in women, who are graded on their social and cultural abilities (3, p. 32).

An accomplished cellist and pianist remembers her physical strength as a source of embarrassment in high school. She recalls being challenged, along with other girls, to a weight-lifting contest with boys. After lifting weights the boys couldn't budge, she was ridiculed and called an "ox". . . . Like many other women, she now views physical strength and skill as unfeminine and associates aggressiveness with hostility and humiliation (3, p. 34).

By analyzing and summarizing the information presented in the list of effects and the information from Boslooper and Hayes' The Femininity Game, you can see that one of the major effects of sex-role stereotyping on achievement in physical education is to limit students' accomplishments. With the current increase in sports programs for girls and women and the widespread interest in fitness for all people, some of the limiting effects of sex-role stereotyping will probably diminish in the near future. However, continued efforts should be made by physical educators to reduce the effects of stereotyping on their students. Information about how to accomplish this task is provided in later modules.

EXERCISE 3

In the space provided, list some of the things you, the physical education teacher, could do or say to reduce the following effects of sex-role stereotyping on achievement.

1. Effect: Girls have fewer opportunities than boys to develop leadership skills.

How to reduce/eliminate:

2. Effect: Boys are given more encouragement and rewards for achieving high levels of performance than girls are.

How to reduce/eliminate:

3. Effect: Boys tend to overestimate their levels of achievement; girls tend to underestimate theirs.

How to reduce/eliminate:

ANSWERS

These are some possible responses. They are not the only ones.

1. Appoint girls as team captains.
Increase the number of leadership roles for all students.
Rotate leadership roles frequently.
Assign boys and girls as co-leaders.
2. Give girls and boys the same kinds and amounts of encouragement and rewards.
Recognize each student's improvement.
Motivate students to support and encourage one another's accomplishments.
3. Provide many opportunities to make personal predictions about achievements.
Provide opportunities to set long-term goals.
Encourage students to set realistic goals.
Provide quantitative feedback about physical performance.

Women aren't born losers. They're brainwashed. They don't know how to win because they've been conned and coerced from infancy into believing they should not try.

--Boslooper and Hayes (3, p. 25)

SELF-ESTEEM

In this module, self-esteem refers to those perceptions of oneself which influence performance, attitudes, and capabilities. It reflects to the individual what she/he is and can do, and what she/he looks like.

The effects of sex-role stereotyping on achievement and self-esteem are related. Thus, a person with low self-esteem would probably not achieve high levels of performance. Conversely, the achievement of difficult physical tasks can often raise an individual's self-esteem.



1. Effect: Boys view the appropriate characteristics and behaviors of the two sexes more rigidly than girls do. Thus, in order to maintain his sense of self as a man, a boy must act in certain narrowly prescribed ways.

Comment: Many boys and men do not think that modern dance is an appropriate activity for males. To many, to be a dancer is grounds for questioning a boy's masculinity.

2. Effect: Boys and girls who choose not to conform to stereotyped behaviors and attitudes are made to feel inadequate, lacking in certain personal qualities. This diminishes self-esteem.

Comment: A girl who excels in ice hockey and a boy who loves synchronized swimming may find little support for their actions. In fact, they may both face derision and questioning of their reasons for choosing such activities.

3. Effect: Both girls and boys have limited perceptions of what movement activities they are capable of doing.

Comment: Until the recent impact of Title IX, students did not have opportunities to participate in activities which in the past were reserved for the other sex. Also, in order to fit stereotyped images of "masculine" and "feminine," boys and girls have not chosen to do activities traditionally considered appropriate only for the other sex.

4. Effect: During adolescence, girls become very concerned about their physical attractiveness, a characteristic closely related to their level of self-esteem (12, p. 286).

Comment: In physical education classes, girls may be more interested in maintaining their attractive appearance than in participating vigorously. In the interest of "feminine appearance," girls may choose gymwear for its wrinkle-free, attractive-to-somatotype feminine qualities rather than for its appropriateness for activity itself.

PHYSICAL WELL-BEING

In this module, physical well-being refers to a cluster of qualities which include optimal fitness, adequate movement and sports skills, and pleasure in moving and being.

Having opportunities for participation seems to be a key factor in developing physical well-being. In general, society has encouraged women to be less active than men; thus, women have had fewer opportunities than men to maintain desirable levels of bodily functioning and to experience the satisfaction which comes from participating in vigorous activity.



Some of the effects of sex-role stereotyping on physical well-being are:

1. Effect: Nearly half of the adult women in America are totally sedentary.

Comment: Girls in secondary school begin this pattern of inactivity. They appear to be more willing than boys to sit out of physical education and have more excuses for not participating.

2. Effect: In general, women are perceived as being less healthy than men. However, if a woman deviates from the stereotype of being passive and instead becomes more active, she is still perceived as being less healthy in terms of "femininity."

Comment: Girls in physical education are in a double bind. They are viewed as being less healthy and less capable than boys, but if they try to change that image they continue to be seen as being unhealthy.

3. Effect: Women and girls perform far below their physical potential.

Comment: Because girls have not been expected or encouraged to do physical activities, and because until recently girls have had fewer opportunities than boys, girls have not been able to derive the most from physical education. This is reflected in both performance and satisfaction levels.

4. Effect: Boys and men who do not fit the stereotyped ideal of "super male athlete" have fewer opportunities than the "stars" do to develop their bodies and to participate in activities.

Comment: These males are less likely to attain high levels of skill and satisfaction in physical education activities, and thus are less likely to participate. This may result in their being stereotyped as "not masculine."

5. Effect: Girls and boys are limited in the types of activities considered appropriate for them.

Comment: Activities requiring strength are encouraged for boys but not for girls, and those activities requiring grace are encouraged for girls but not for boys. This results in students having less than well-rounded physical education experiences.

EXERCISE 4

In the space provided, list some of the things you, the physical educator, could do or say to reduce or eliminate these effects of sex-role stereotyping on self-esteem and physical well-being.

1. Effect: Girls experience a generalized feeling of inferiority.

How to reduce/eliminate:

2. Effect: Both girls and boys have limited perceptions of what movement activities they are capable of doing.

How to reduce/eliminate:

3. Effect: Nearly half of the adult women in America are totally sedentary.

How to reduce/eliminate:

4. Effect: Boys and men who do not fit the stereotyped ideal of "super male athlete" have fewer opportunities than the "stars" do to develop their bodies and to participate in activities.

How to reduce/eliminate:

ANSWERS

These are some possible responses. They are not the only ones.

1. Provide role models of successful women and girls, particularly in physical education and sports.
Recognize girls' accomplishments.
Correct students who "put down" girls.
Point out situations in which girls have superior performances.
2. Provide opportunities for a variety of movement experiences.
Encourage both boys and girls to participate in activities traditionally reserved for the other sex.
Use minicourses to encourage students to sample activities.
Encourage risk-taking/challenge activities.

3. Provide examples and models of active women.
Stress the importance of vigorous activity in the maintenance of fitness.
Give instruction in activities which do not require specialized, expensive equipment or large numbers of people.
Work in the community to provide more facilities for all people to use.
4. Provide more facilities and make them accessible during more hours of the day.
Promote a variety of non-varsity athletic programs such as intramurals and club sports.
Provide examples and models of men engaged in a wide spectrum of physical activities.

CONCLUSION

In conclusion, sex-role stereotyping has a variety of effects on boys and girls in physical education. These effects must be reduced so that students can have the best possible physical education experiences. These experiences would promote achievement, self-esteem, and physical well-being and would reduce the effects of sex-role stereotyping. Information as to how this can be accomplished is provided in the modules which follow.

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